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ABSTRACT

To provide cost effective, quality training to businesses and industrial organizations in central Ohio, Columbus State Community College (CSCC) established the Business and Industry Training Division (BITD) in 1986. The Division has increased the sales of training programs and the number of credit and non-credit class sections, and in 1994, provided training programs to over 4,000 employees at almost 60 companies. Although the BITD works with small and large companies, the majority of its clients have over 100 employees. The Division owes it success to the following factors: (1) its management structure, including its existence as a separate division, the active involvement of the college president, support from academic departments, and a professional trained staff; (2) the BITD offers a wide-range of services, from standard to non-standard and credit and non-credit courses; (3) the ability to offer courses at a variety of training locations; (4) the use of personal contacts in developing markets; (5) assessment of corporate and organizational training needs; (6) individualized programs to fit company needs; (7) moderate pricing; and (8) the credibility that CSCC has in the community. Proposed organizational structure changes include a revision of the role of marketing representatives to focus completely on business development and client company contact; the creation of content specialists to focus on consultations, program design, and recruiting instructors; and the creation of new administrative positions to coordinate and execute entrepreneurial research and development. Organizational charts are included. Data on customized training efforts nationwide are appended. (KP)

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ED 380 170

Columbus State Community College

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CREATIVE PARTNERSHIP STRUCTURES: INNOVATIVE WAYS TO LINK COLLEGES AND EMPLOYERS

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Outline of Presentation
to
League for Innovation in the Community College
Workforce 2000

February 8 - 11, 1995

JC 950 157

LEAGUE FOR INNOVATION
WORKFORCE 2000
PRESENTATION

February 8-11, 1995
San Diego, California

"Creative Partnership Structures: Innovative Ways to Link Colleges and Employers"

1.) My Background and How I Started with the Division

Not one way to implement

I am continuously learning

Marketplace continues to change

2.) College

1963 - 7 acres - 60 students - Team College

65 acres - 17,000 students - Community College

2 million population

30,000 different organizations

4,000 with 50+ employees

200 with 500+ employees

We serve primarily companies with 100+ employees

60% service/government

40% man

Credit & non-credit

Seminars, consulting

Strategic Planning

Team Training

Largest community college provider in Ohio

Organization

Report to the President

8 Representatives (1 inside)
7 Support Staff
4 Secretaries
1 Project Assistant
1 Telemarketer
1 Part-time

Past Structure

A. Representative handled all

B. Each representative tracked their own clients (no territories)

C. Made own phone calls to follow up/make new contacts

Good, but highly efficient

New Structure/January - 1995

A. Representatives will only handle non-accounts (1 year) still need to define system totally

B. In-house accounts will be handled by in-house representative

C. Support staff will make phone calls to new accounts (qualify) and set up appointments and will handle more paperwork and other functions

D. Manage system/tracking with ACT

E. Organized by zip codes

3.) Why Are We Successful?

	NOT
A. Management structure	Proactive enough
B. College creditability	Identify opportunity
C. Responsiveness	Network
D. College support Staff/Faculty/plans	Use college resources Parterning
E. Pricing	Knowing our competition
F. Delivery/ways/professional anytime	Understanding change How can we do it, not why
G. Customize	we can't
H. Customer satisfaction and referral	Keep up with all the changes and competition
I. Money back guarantee	Measure effectiveness Identify needs that improve companies bottom line

A:JM/1298

I. Introduction

A. Columbus State is a comprehensive community college that has a strong foundation in technical education. The college began in 1963 with 60 students and three degree programs. These programs are still in existence today.

The college was moved to its present site in 1965 into one building on seven acres of land. Today we have eleven buildings with nearly one million square feet of space, located on approximately 65 acres of land in the center of the state capital.

The college was chartered as the Columbus Technical Institute by the Ohio Board of Regents (the state coordinating body for higher education) in 1963, and we were recently (1987) rechartered as the Columbus State Community College. Our strong technical foundation was developed over those first 24 years, and today over 70 percent of our total enrollment is in the technical degree programs.

The major reasoning for the change to a community college was to enable the college to become a full-service two-year college by the addition of the transfer component (arts and sciences degrees) for students desiring a baccalaureate degree.

Columbus State is firmly convinced that the two-year college should become the "portal of entry" for all who desire higher education. The community appears to agree with that concept as evidenced by the continued growth in our student population. As stated earlier, we began with 60 students in 1963, and the student body will exceed 15,000 for Autumn Quarter 1991. A profile of the student body is detailed in the following chart.

STUDENTS	PERCENTAGE
Males	43.0
Females	56.9
Ohio Residents	97.7
Non-Residents	1.5
Foreign	0.7
Full-Time	36.0
Half-Time	40.9
Quarter-Time	23.0
Night Students (exclusively after 4:00 p.m.)	38.2
Ages 18-24	30.0
Black, Non-Hispanic	14.6
American Indian or Alaskan Native	0.3
Asian or Pacific Islander	1.4
Hispanic	0.9
White, Non-Hispanic	72.9
Non-Resident Alien	1.0
Unknown	8.9

Average age: 27.5

Columbus State Community College is located in Columbus, Ohio, and serves a district of four counties, which are: Franklin, Delaware, Madison, and Union. They have a total population of approximately 2 million.

Within the district we have 54 secondary schools, 5 joint vocational schools, 8 colleges and universities, and numerous private proprietary schools.

Since the district is blessed with educational opportunities, it would seem that business and industry would be overloaded with services from the educational community. That, however, is not the case, and the Columbus State Community College has very little competition in providing services to business and industry.

The business and industry community consists of 30,000 different organizations made up of government, financial, insurance, service, retail, wholesale, and manufacturing, with size variations from 10 employees to 10,000. (85% have less than 10 employees. 4,500 companies have 50 or more. 200 companies have 500 or more.)

The district as described provides the ideal location for a community college to accomplish its mission, and part of our mission is the provision of quality education and training for business and industry in central Ohio. To accomplish this task, it became necessary to establish a specific division within the college. The Business and Industry Training Division was created in 1982 to provide cost-effective, quality training to the various business and industrial organizations in central Ohio.

B. College philosophy underlying this Division.

1. Lifelong learning--education does not end in the formal classroom.

2. College's interest in the community's economic development--one of the best ways to increase productivity in business is to invest in programs which train and retrain employees.

3. Close relationships with business and industry keep the college's curriculum and faculty up to date on state-of-the-art changes in technology.

C. Current statistics: this year, Columbus State Community College's Business and Industry Training Division has:

1. Increased sales of our training programs by 65% over last year.

2. Increased the number of credit and non-credit class sections by 41%.

3. Increased the number of calls we make on new prospects by 58%.

4. Maintained over a 4.5 evaluation rating on a 5-point scale from companies and organizations it served.

5. Received repeat business from over 80% of the companies it served.

6. Provided credit and non-credit training programs last year to over 4,000 men and women employed by almost 60 companies.

We believe Columbus State Community College has an excellent model for its Business and Industry Training Division. I would like to share this model with you today, in the hope it may be of use to your college or company.

II. Companies and Organizations We Serve.

A. The Division can work with both large and small companies, those who have internal training programs and those who do not.

B. The majority of the Division's work is with large companies--those with over 100 employees.

C. The Division also markets special courses to the public (e.g., self-paced alternative learning opportunities in math and reading; computer training programs).

III. Contract Training.

A. The majority of the Division's training programs are delivered through group contract training, as opposed to open-enrollment seminars.

B. Group contract training enables the company to identify which employees need training in a particular area and to facilitate their enrollment.

C. Contract training also eliminates the need for the Division to market the course or program extensively to the public at large.

IV. What Makes Us Successful: College Management Structure.

A. Business and Industry Training as a Separate Division.

1. Over 80% of two-year colleges in the United States have an individual designated as coordinator or liaison between the college and business and industry.

2. At Columbus State Community College, this separate division provides one contact office and phone number for all companies and centralizes all communication with companies regarding their training needs.

B. Active Involvement of the College President.

1. At Columbus State Community College, the Director of the Business and Industry Training Division reports directly to the college president.

   a. This high-level profile of the Division indicates to the community at large the importance the college places on its relationship with the corporate sector.

   b. Presidential support also facilitates the Division's ability to request special procedures from other college departments (admissions, registrar's office, personnel, business office, data processing) to accommodate the non-traditional flow of registration, fee collection, and hiring of instructors required for corporate training.

   c. The support of the president is required to carry the Division through cyclical periods of cost recovery and losses. (Elimination of red tape.)

C. Support from Academic Departments.

1. Companies and organizations often want customized training programs and courses which fall outside of the regular college curriculum and course catalog.

2. Each college department has the ability to offer special-topic courses, providing the Division with a way to offer customized credit courses to companies and organizations.

3. The Division's good working relationship with the college's academic departments has also led to the introduction of new courses into the college curriculum as a result of industry demands (Quality Assurance and Electro-Mechanical Technology associate degree programs).

D. The Importance of Professional, Trained Staff.

1. Columbus State Community College's Business and Industry Training Division has a staff of twenty, who plan and coordinate educational programs for local companies and organizations.

2. The Division is committed to training for its own staff, and spends significant resources to keep up to date in a variety of fields (direct mail

techniques, marketing seminars, supervision, management, strategic planning, time management, organizational assessment, and technology-specific areas).

3. College faculty also offer seminars to Division staff to inform them of new developments in various fields (e.g., construction management).

4. Division staff are not assigned to geographical territories or to specific types of companies; rather, all staff are trained to have some knowledge of a range of topics of importance to companies. New staff members are added to the Division to pick up expertise in some areas (as needed).

5. Business and Industry staff are encouraged to join professional associations as a means of cultivating industry contacts.

6. The Division has standardized procedures for responding to customer inquiries and for filing materials and communications relating to major accounts or projects.

V. What Makes Us Successful: Wide Range of Services.

A. Columbus State Community College's Business and Industry Training Division offers a variety of standard and non-standard courses, both credit and non-credit; training programs which range from short-term workshops to two-year degree programs; self-paced and computer-based programs, as well as those offered in a traditional classroom setting.

B. The Division also offers other services to companies, including assessment, a service in which businesses are showing increasing interest.

C. The Division is equipped to submit formal bids on projects (last year, the Division wrote proposals totaling almost $500,000 on a variety of projects).

VI. What Makes Us Successful: Variety of Training Locations.

A. The Division can offer courses on-site at the company, at the main college campus in downtown Columbus, at its suburban locations, or at any mutually convenient site.

B. 90% of the Division's training is held somewhere other than our main college campus.

VII. What Makes Us Successful: Developing Markets.

A. Importance of Personal Contacts.

1. Columbus State Community College's Business and Industry Training Division has documented the importance of one-on-one contacts by its staff as the most effective way to build a relationship with companies and organizations.

2. Advertising and direct mail have proven to be less effective.

3. All Division representatives have standards of performance relating to how many calls they make to companies and organizations; companies for whom the Division has provided training are contacted at least once every four months.

4. Initial contact is usually with the company's director of human resources or training, but Division staff try to arrange meetings with executives at a higher level (manager or CEO).

5. The Division tries to learn as much as possible about the company both prior to and during the interview (history of the company, growth projections, prior training, backgrounds of employees, new areas of expansion, plant tour).

6. The Division's Marketing Representative takes an informational brochure, the college catalog and listing of current courses, a notebook with non-credit courses arranged by topic, and any other information of particular interest to the prospective customer to the initial meeting.

7. Follow-up is structured based on the results of the initial meeting.

VIII. What Makes Us Successful: Assessing Corporate and Organizational Training Needs.

A. Because companies and organizations often do not know what their training needs are, Division representatives must promote and assist with needs assessment of individual employees and the organization and form a partnership with the company to identify and provide training necessary for the company to become more competitive.

B. The college must build a relationship with companies and organizations which facilitates our understanding of what they want.

C. The Division employs a number of methods to assess training needs, from informal interviews to formal surveys and structured group processes for diagnosing company needs and training which would meet those needs.

D. If the company/organization has extensive needs or a long-range commitment to training, Columbus State Community College's Business and Industry Training Division usually suggests a formal, objective needs assessment for the company or organization (e.g., DACUM: Developing a Curriculum, a structured group process involving experienced employees) or surveys to gather employee opinions on training needs.

E. After such an assessment, specific training goals and objectives are identified by the corporate/organizational manager, the Division Marketing Representative, and the course instructor.

F. In addition to its work with individual companies, the Division recently conducted a survey of training efforts in over seventy local companies and organizations, which resulted in summarized information on the current training programs and potential needs.

G. The college has also become the statewide distributor of BASELINE, an organizational assessment service which uses a series of surveys to identify areas of accomplishment and need (quality, strategic management, sales efforts, customer satisfaction).

H. Another method the Division uses to assess an organization's training needs is by sponsoring focus groups, in which representatives from a particular field are invited to the college to discuss changes in that field and implications for employee retraining (e.g., Department of Defense units).

IX. What Makes Us Successful: Individualizing the Program to Fit Company Needs.

A. After training needs are identified, the instructor will often accompany the Division Marketing Representative to a meeting with the company manager to customize the course to company objectives.

B. The Division is flexible enough to work from existing credit and non-credit training curricula, to develop new training programs, and to provide everything from short-term workshops (e.g., Macintosh computer training for Ohio Department of Administrative Services; a course in hand tools, bearings, and lubrication for equipment maintenance and TIG mold repair for Owens-Illinois) to new Associate degree programs (e.g., Honda).

X. What Makes Us Successful: Pricing.

A. Columbus State Community College's Business and Industry Training Division operates on a cost-recovery model. It is designed neither to make massive profits nor to incur losses, but rather to be self-supporting.

B. The college provides the Division with a facility and supportive departments, but not personnel costs, which are expected to be covered by income from training programs.

C. Credit courses are offered to companies and organizations at the price published in the college catalog, usually with a minimum class size of fifteen. No Division surcharge is added to this cost, although the Division may charge for transportation of equipment.

D. Non-credit courses are billed at an hourly rate on a sliding scale (cost per hour decreases with quantity). Non-credit courses are competitively priced in accordance with the marketplace and are generally the same rate from customer to customer.

XI. What Makes Us Successful: Delivery.

A. The Division places a great deal of emphasis on the quality of its instructors.

1. Competency in the area of specialization determines hiring practices.

2. In addition to expertise in a particular field, the Division recruits instructors who are interested in and experienced with non-traditional students (i.e., working adults) in business settings.

3. Before new instructors are hired, the Division evaluates credentials and references and delivers and scores a simulation test to assess competence in subject matter and ability to relate well to students.

4. Previous instructors are re-hired on the basis of evaluations from the company and its employees.

5. Pay rates for instructors follow a schedule similar to that of the regular college faculty.

XII. What Makes Us Successful: The College's Credibility

A. When working with prospective customers, the Division uses testimonial quotes on its brochures and letters from other companies and organizations which attest to the success of our training programs with their employees.

B. The Division will use the results from a new Customer Satisfaction Profile as another method to establish its reputation; this survey asks twenty-five questions relating to the college's communication with the company, our development and delivery of training programs, and their evaluation of the training.

C. The Division also establishes its credibility by developing ways to communicate regularly with corporate managers. The college is the local sponsor of the Paradigm Group, an executive development network for chief manufacturing officers of twelve local companies; the college holds monthly meetings of this group and invites well-known speakers to address the group four times a year.

D. The Division also sponsors product showcases, which invite corporate representatives to campus to view the latest technological innovations in a particular field; this strategy helps to promote the college/corporate relationship

and increases the college's credibility as an institution concerned with state-of-the-art technology.

E. In addition to relying on assessment of training needs, the Division markets new or specialized training programs to business and industry (e.g., Zenger-Miller's leadership series; skill upgrading courses in machining and drafting).

F. The Division's sponsorship of the Ohio Training Resource Showcase brings representatives from over 30 two-year colleges to campus to interact with trainers and consultants.

XIII. What Makes Us Successful: Building New Relationships.

A. In addition to its cultivating relationships with customer companies and organizations, the Division actively promotes relationships with other colleges.

1. Through the college's membership in the Higher Education Council of Columbus, the Division meets regularly with administrators of business and industry programs from nine local county colleges and universities.

This association developed a joint marketing brochure and presentation to promote continuing education to business and industry in Franklin County.

2. The Division has recently entered into a consortium with two other colleges to provide English as a Second Language training to over 200 employees of Honda at three company plants. This non-traditional ESL training focuses on oral communication within the workplace. The Division has employed two training specialists and nine part-time instructors for this major program.

3. The Division is part of a consortium of eleven other colleges building a training network for 2,800 employees of county departments of human service.

4. The Division meets monthly with directors of other two-year college business and industry training programs in central and southern Ohio. These meetings provide a forum in which to share program information and ideas.

5. The Division is currently working with four other institutions to provide a self-paced instructional program to Ohio Bell employees.

B. To enable Columbus State Community College to add new degree programs to meet industry needs, the Division maintains an excellent relationship with the Ohio Board of Regents and serves on several committees of that state agency.

XIV. The Future.

A. The traditional customer base for college Business and Industry Training Divisions was in manufacturing. This has now broadened to other types of organizations.

B. More than half of the Division's revenues in 1990 came from non-manufacturing organizations like government agencies and communications companies.

C. Companies and organizations are relying more on outside resources (colleges and consultants) to supplement internal training. This follows a general move toward decreasing corporate staff and overhead expenses.

D. As a result, Columbus State Community College anticipates a growing need for the services of its Business and Industry Training Division.

E. We will continue to expand our contacts with companies and organizations which have internal training programs as well as with those which lack the capability.

F. More and more employees are interested in credentialing; as a result, we anticipate an increased demand for credit courses.

G. There will be an increased demand for coursework in the following areas:

1. Quality Control topics (e.g., Statistical Process Control).

2. Data Processing topics (e.g., PC Applications).

3. Communications topics (e.g., Report Writing, Technical Writing).

4. Management topics (e.g., Supervisory Development).

A VISION FOR THE FUTURE
BENCHMARKING THE BUSINESS AND INDUSTRY TRAINING DIVISION

As we look at the future of the Business and Industry Training Division, some important questions arise:

- What is the relationship of the Division to the college's mission?
- Where is the Division and what is it accomplishing?
- What things about the operation of the Division could or should change?
- What kind of an organizational structure is needed to achieve the vision for the Year 2000?

We will use these questions as a framework to consider options for the future growth and development of the Division.

WHAT IS THE RELATIONSHIP OF THE DIVISION TO THE COLLEGE'S MISSION?

The first step in any thorough planning is to re-examine our organization's mission. The college's mission clearly embraces the notion of service to business and industry, as shown in the following documents:

> "our approach to education will continue to be characterized by ... partnerships between the college and the major employment sectors which it serves, with these partnerships constantly reviewing and updating curricula"
> **(2020 MASTER PLAN)**

> "..To provide training and recurrent educational programs for persons whose skills need upgrading, for those reentering the workforce, and for those seeking career advancement"
> **(CSCC Official Plan, 1987)**

> "Providing educational programs and consulting services that respond effectively to the needs of the business community"
> **(Business and Industry Training Division, 1992-1995 Strategic Plan)**

Current Role and Mission

The role of the Division is to extend the college's programs and services into the employer community, upgrading an individual's skills to meet specific occupational and lifelong learning needs. This role is parallel to, and equally worthy of the college's traditional role in associate degree instruction for job preparation or college transfer.

This role and mission translates into an evolving vision. This vision includes services and partnerships to an expanding array of customers and constituencies. Among these are:

- Employers - as customers for contract training and consulting services
- Employees - as seminar customers for self-development
- Children and Parents - as participants in Kids in College and other community education programs
- Associations - such as quality coordination group with the Ohio Manufacturer's Association (OMA) and government agencies
- Chambers of Commerce - Co-sponsoring satellite downlink programs
- International businesses - relationship with Sino-Ohio Inc. to train internationals
- Businesses - Training Consortium and Paradigm Group for development of joint training programs
- Commercial Companies - relationship with Pharmacy Tech Group to train pharmacy technicians and Zenger-Miller for supervisory and quality training

The Vision for the Year 2000

People will immediately think **"Columbus State is a part of the education and training solution"** locally, nationally, and internationally.

The Columbus State community and business community will view the Business and Industry Training Division as the flexible, responsive entrepreneurial research and development unit within the college which can seek out and respond to business and societal needs in providing training, education, consulting, and information to the local, state, and international community.

DIVISION ACCOMPLISHMENTS

Since 1986, when the Division took its present form, the following changes and developments have been accomplished:

Growth in Revenue

- Revenue growth has been tremendous. Income has increased from $300,000 to **$1.7 million** per year since 1986. During this same time period, the college's enrollment has doubled and our activity has **increased 600%**. The number of instructional hours delivered per year increased from 2,059 in 1988 to an estimated 12,000 in 1993.

- Increased customer base from **45** in 1986 to **80** in 1993. Our clients represent the government and service sector industries (60%) and manufacturing (40%). Since 1986 our exposure to the government and service sector has increased from 30% to 60%, which more closely matches the economic base in Ohio.

- Net income exceeds expenses by **$200,000** per year as compared to a deficit position in 1986. During this time, staff size has remained virtually the same.

- The division has become the **largest contract education provider** in Central Ohio.

- In comparison with other two-year institutions, we have achieved more **business and industry** exposure than other community colleges with significantly larger metropolitan areas. Appendix A provides a benchmark comparison of Columbus State Community College and other comparable institutions.

- According to the League for Innovation's 1993 survey data, our Business and Industry Division is among the **top 8%** of community colleges reporting revenue generated from business and industry training. See Appendix B for a chart summarizing this information.

Expansion of Programs

- We have introduced a much broader array of coursework. In addition to the technical/industrial base we had in 1986, we now offer courses in management, supervision, computer instruction, and quality. As a result, the percentage of training revenue from non-manufacturing industries has grown from **30% in 1986** to approximately **60% in 1993**.

- **Accessability** to training has been broadened to include the successful delivery of public seminars and the introduction of the self-paced Alternative Learning Program.

Expansion of Programs, continued

- We have initiated the establishment of **consortiums** with industry and expanded other corporate groups (ie: Pharmacy Tech, Profiles Inc., etc.).

- We now offer employee and organizational assessment and consultation services in addition to our base of course delivery services.

Quality and Efficiency

- Satisfied customers have enabled us to achieve an **80%** annual **repeat business rate**.

- Course evaluations consistently average 4.5 on a 5-point scale.

- Integrated **computer networking** with client contact software to streamline our marketing efforts.

- Established a proven zip code based marketing program to more effectively reach our client base.

- Focused clerical and support staff to perform project tasks resulting in more efficient operations within the Division (ie: starting and ending classes and follow-up).

- Staff size has increased minimally.

PROPOSED CHANGES

Amidst these changes and developments, the Business and Industry Training Division continues to use the same basic organizational structure as in 1986. The focus of our staffing is on marketing. We have a group of Marketing Representatives who are responsible for client services coursework and business development. We also involve our marketing representatives in course design and instructor recruitment as well as marketing. This emphasis works very well for customizing our services to a particular company. However, this staffing arrangement has some shortcomings:

Complexity of Delivery

- It is becoming more difficult for each person to effectively market the full range of services because of the complexity of what we offer.

- Customized client services and coursework design can make the delivery very time - consuming which reduces the amount of time spent on direct marketing to prospective clients.

Competitive Challenges

- In an environment where our toughest competition is consulting groups, it is challenging for our representatives to develop the expertise needed to compete with professional consultants in obtaining clients. Consulting groups typically have substantially more expertise in a specific industry and the types of training programs they offer.

These challenges have led us to consider changing the structure of the Division. The basic tasks we perform will not change, only the form that they take in terms of positions and responsibilities.

PROPOSED ORGANIZATIONAL STRUCTURE

As part of a benchmarking process, we have reviewed the organizational charts of several other leading two-year colleges which are progressive in business and industry training. Appendix A summarizes "Comparitive Information on Other Colleges".

Some patterns do emerge, as we review this data. As they grow, successful training providers have created specialty staff or units concentrating on particular types of companies or particular training topics. The "Jack and Jill of all trades" approach to marketing is mostly found in the smaller operations which do not have the staff or resources to become specialized in their market niche.

Another trend in other institutions is to bring together related but separate activities. For instance, Business and Industry Training, Conference Centers, Continuing Education and Community Education under a single administrator at the Vice President or Executive Dean level. Combining these functions allows a college to effectively focus its outreach efforts while achieving administrative efficiency.

For the future of the Business and Industry Training Division at Columbus State, we foresee movement to the following structure as we evolve:

1. An expanded Divisional role, to include management of the college's future **Conference Center** and expanded **Community Education programs** (ie: Kids in College). The special focus of the Community Education programs will be career and personal development for community members of various ages and groups rather than just leisure pursuits. We envision growth to include additional managers or directors, the current Director of Business and Industry position becoming a Vice President level.

2. Revision of the current **Marketing Representative** position to a role focused completely on business development and client company contact. The individuals in this role will receive technical support from the **Content Specialists** as described in the next section.

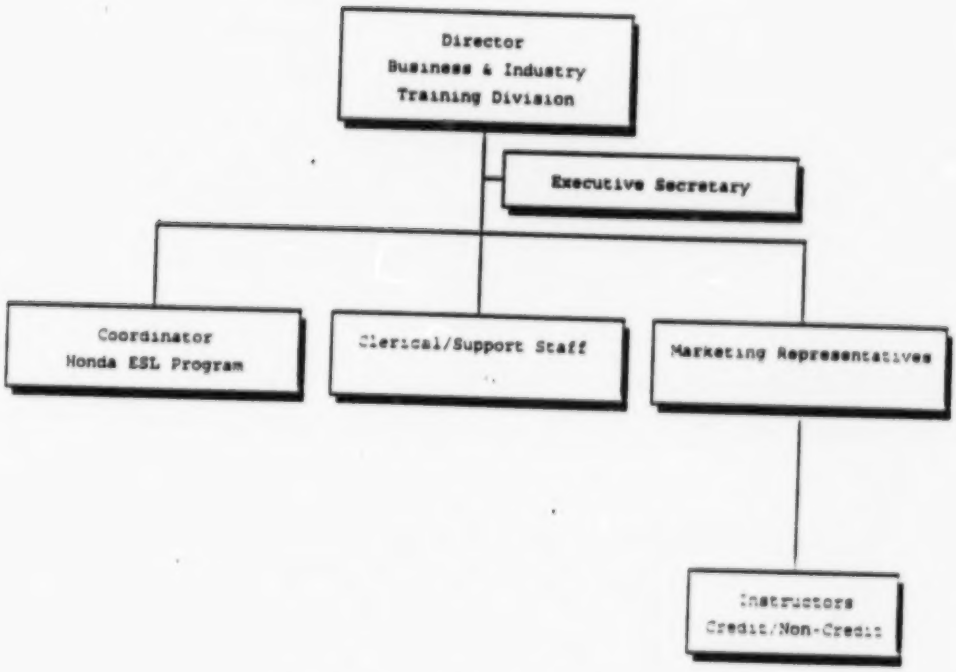
3. Creation of **"Content Specialists"** (ie: Coordinator of Organizational Development/ Quality Improvement Training) who would focus on consultations, program design, and recruiting instructors. They will serve in a consultative role both within the Division and to our customers. It will also enable us to develop the level of expertise we need to compete with professional consultants.

4. Creation of **new administration positions**, (ie: Director of Conferences, Seminars, and Educational Outreach and Executive Assistant for Planning and Administration). Addition of Executive Assistant for Planning and Administration to coordinate and execute entrepreneurial research and development efforts. See Appendix C for more information on these positions.

5. Continuation of the trend towards moving project tasks to clerical and support staff, to achieve efficiencies in operations (ie: completing forms and processing registrations).

The diagrams on the next pages provide an illustration of the proposed organizational structure and the current organizational chart.

CURRENT ORGANIZATION



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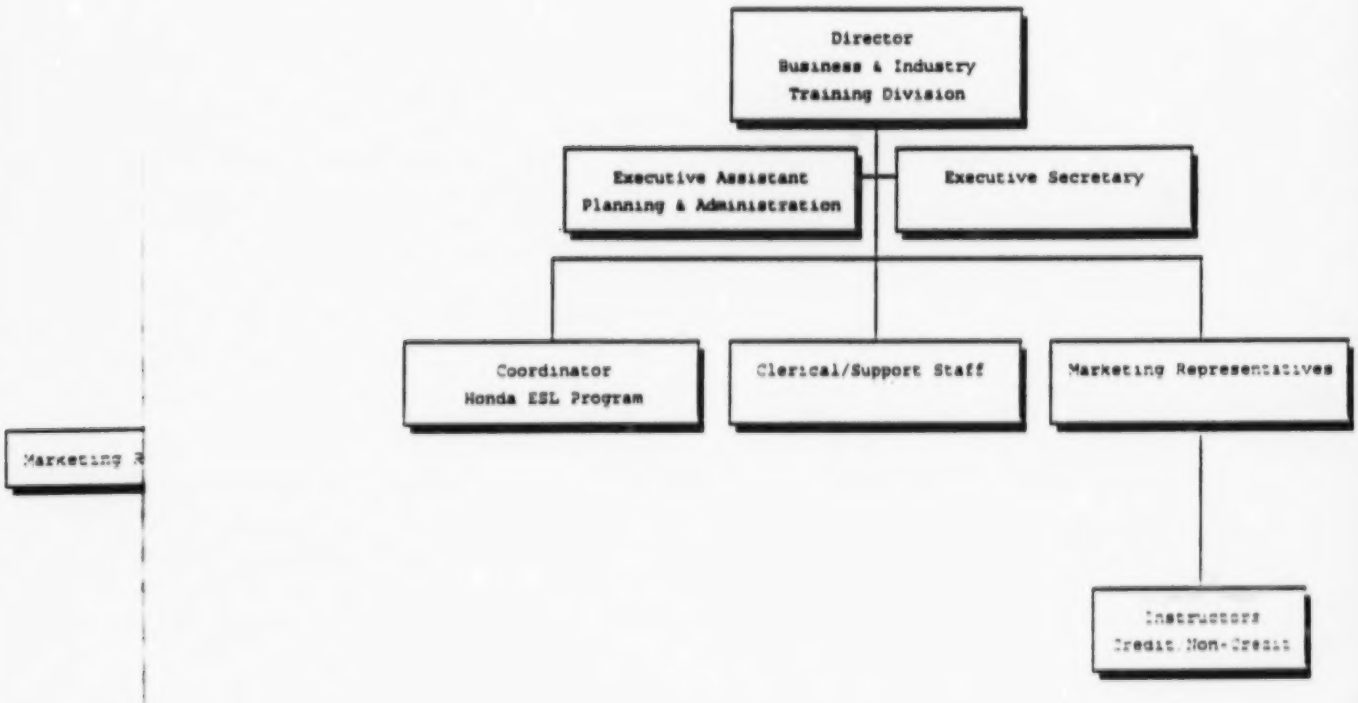
PROPOSED ORGANIZATION (1995 - 1996)



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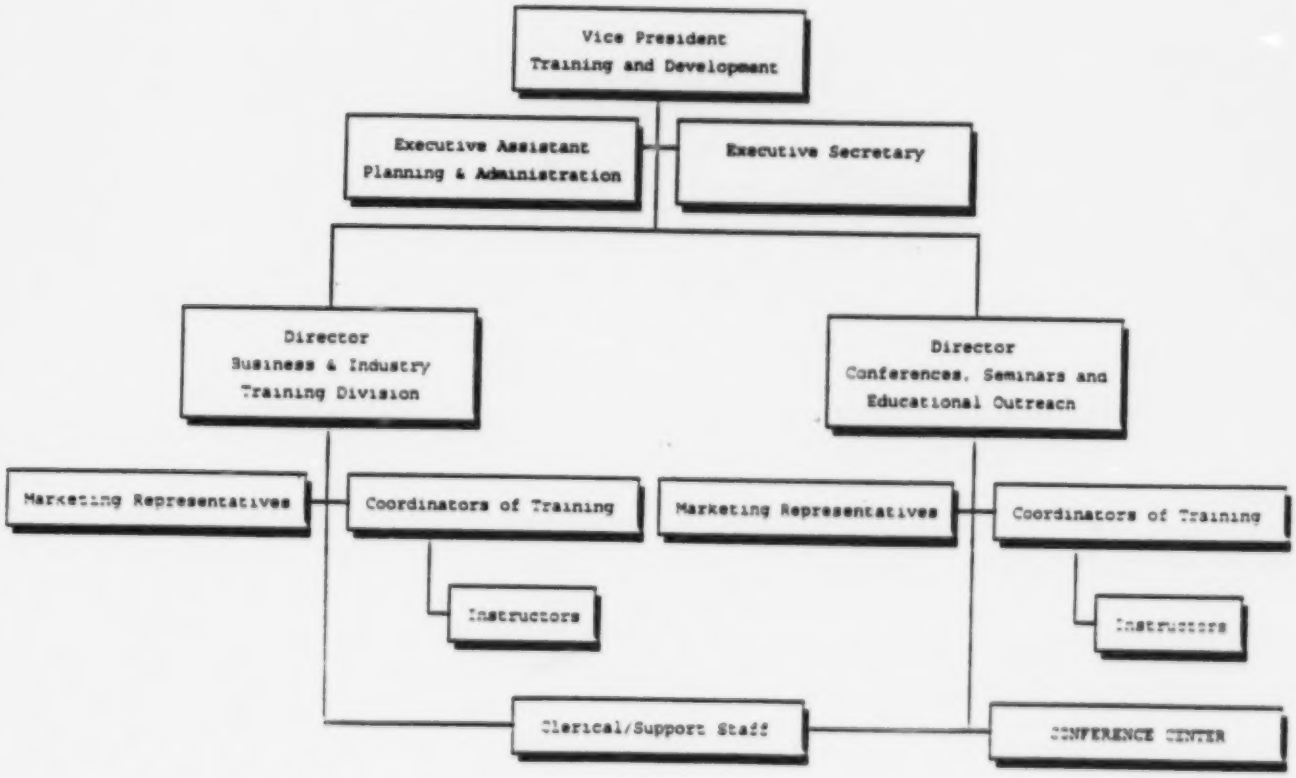
PROPOSED ORGANIZATION (1998 - 2000)



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APPENDIX A

COMPARATIVE INFORMATION ON OTHER COLLEGES

Institution	Revenue $/Year	Community Size	Companies Served	Divisional Functions Included
Columbus State Community College	**$1.7 Million**	**Columbus 1.4 million metro area**	**80**	**•Business/Industry Training**
Cuyahoga Community College, U.T.C.	$1.6 Million	Cleveland 1.8 million metro area	150	•Business/Industry Training •Economic Development •Consultation
Johnson County Community College, Kansas	$1.2 Million	Kansas City 1.6 million metro area	80-90	•Business/Industry Training •Continuing Education •Community Services •Cultural Education
Monroe Community College, New York	$1.0 Million	Rochester New York 1.0 million metro area	75	•Business/Industry Training
Triton Community College,Illinois	$900 k	Western Chicago, 400,000	100?	•Business/Industry Training Economic Development

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APPENDIX B

BUSINESS AND INDUSTRY TRAINING REVENUE
LEAGUE OF INNOVATION SURVEY

REVENUE/YEAR	#COLLEGES	% OF COLLEGES
$0	21	3.1%
$1-$49,999	224	33.2%
$50,000-$99,999	110	16.3%
$100,000-$499,999	195	28.6%
$500,000-$999,999	68	10.1%
***$1,000,000-$4,999,999**	**55**	**8.2%**
$5,000,000-$9,999,999	1	0.1%
$10,000,000 OR MORE	0	0

***This is the range that Columbus State has achieved**

Source: Community College Workforce Training Programs. League for Innovation in the Community College. March 1993 (N = 748 two-year colleges/college systems responded out of 1,042 surveyed)

APPENDIX C

DUTIES OF NEWLY PROPOSED POSITIONS.

A. Executive Assistant for Planning and Administration

1. Assist the Vice President for Training and Development with planning and budgeting tasks for the Division.
2. Review/ monitor Division and special program budgets on a regular basis.
3. Coordinate Division publications and promotional materials in cooperation with the college Public Relations department.
4. Maintain the organizational Procedures Manual and coordinate regular maintenance and updating of the manual.
5. Coordinate an operational performance review process for major programs of the Division.
6. Conduct program evaluation and impact data processes.
7. Coordinate Divisional CQI (Continuous Quality Improvement) efforts.
8. Coordinate Divisional statistics and informational reports.

B. Director for Conferences, Seminars, and Educational Outreach

1. Coordinate all open-enrollment, open-to-public programs of the Division.
2. Supervise the Conference Center function and oversee its development.
3. Manage continuing professional education programming in cooperation with academic departments of the college.
4. Coordinate joint sponsorship programs such as those involving the Chamber of Commerce and professional associations.
5. Supervise curriculum and instruction for open-enrollment seminars.
6. Prepare and monitor budgets for community education events.
7. Supervise support staff for the programs.